

MARYSVILLE PILCHUCK HIGH SCHOOL Marysville School District Program Refinement Summary

Workshop #7
April 14th, 2009

Following workshop #6, the Architectural team further developed the Pilchuck Program based on the feedback gathered through the charrete process.

This workshop *Program Refinement*, provided an opportunity to update the Concept Design Team, get final feedback and affirm the program developed prior to creating the Pilchuck High Ed specs.

The workshop took place over a single day and included DLR Group, Brain Spaces, Architects of Achievement and the Concept Design Team.

Workshop #1
<i>Review Project Overview & Guiding Principles</i>
Workshop #2
<i>Visioning</i>
Workshop #3
<i>Confirmation of Vision & Goals</i>
Workshop #4
<i>Programming</i>
Workshop #5
<i>Retreat</i>
<i>Workshop #6</i>
<i>Program Charrette</i>
Workshop #7
<i>Program Refinement</i>

Those who attended the charrette:

Fred Dahlem	Principal, Pathways of Choice
Tracy Suchan Toothaker	Planning Principal
John Bingham	Director of Capital Projects
Karen Epperson	Fine Arts Head, Pathways of Choice
Ron Bergstrom	MPHS, ISC
Loretta Boerger	Science/SLC Leader, Pathways of Choice
Maureen Crumley	SLC Leader, Pathways of Choice
Kyle Kinoshita	MPHS
Ray Houser	Executive Director, Teaching & Learning
Mike Casey	Project Mgr, Marysville School District
Doug Nichols	Construction Services
Amy Yurko	BrainSpaces
Craig Mason	DLR Group
Todd Ferking	DLR Group
Matt Glassman	DLR Group
Victoria Bergsagel	Architects of Achievement

PRESENTATION

The architectural team presented the Pilchuck program in a variety of formats to ensure the group understood the material. The program was shown and discussed as a detailed list, diagrams, and 3d space representations.

PROGRAM LIST

The program list below was presented to the group, several final changes were made and the program agreed upon. The changes marked on the lists below include:

- Relocating the *Shared by Whole School* specials needs areas from the Pilchuck program to a whole district resource, thus freeing up room at Pilchuck to increase the size of other programed spaces.
- All *Seminar Learning (classroom)* spaces increased from 800 sf. to 850 sf.
- 1,000 sf. of additional space added to the *Great Hall / Main Dinning Commons* to increase flexibility in use of the large space and provide capacity for future expansion.
- Clarification that the *Great Hall / Main Dinning Commons* is required to be a high volume space.

Workshop #1
Review Project Overview &
Guiding Principles
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette
Workshop #7
Program Refinement

program of spaces: summary

MPHS WORKSHOP: 04.14.09

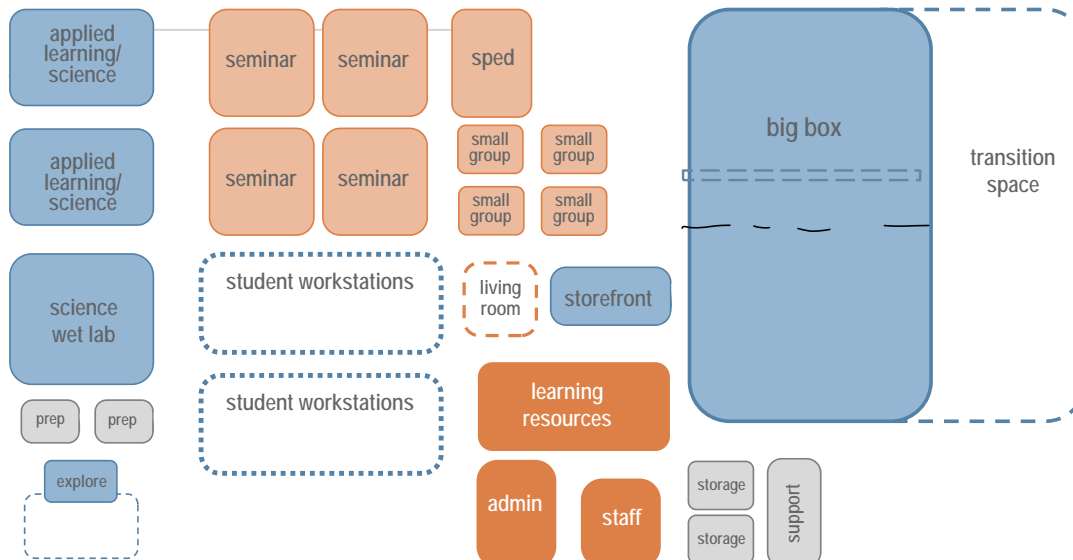
1.0 Student Spaces		Total Net S.F.	# T.S.	Capacity	NOTES
1.10	Seminar Learning	42,000	40	1,000	
1.20	Learning Commons	15,000	4	100	
1.30	Social Commons - WOW	1,600	0	0	
1.40	Staff Spaces	5,400	0	0	
1.50	Specialized Learning (big box)	11,700	4	100	
		75,700	48	1,200	
2.0 Shared by Whole School		Total Net S.F.	# T.S.	Capacity	NOTES
2.10	PE / Fitness	42,348	2	50	existing gym to remain
2.20	Auxiliary Learning	4,280	4	70	
2.30	Community Commons	6,600	0	0	
2.40	Building Support (Gross Area)	0	0	0	
		53,228	6	120	
NET AREA 1.0 + 2.0		Total Estimated N.S.F.	# T.S.	Capacity	
70% ESTIMATED GROSS AREA		128,928	54	1,320	
Comparison to Target Gross Area (180,000sf)		4,183			
3.0 Shared by All Marysville Schools		Total Net S.F.	# T.S.	Capacity	NOTES
3.10	Sports & Physical Fitness	25,716	3	75	existing facility to remain
3.20	Performing Arts (TBD)	30,432	1	25	existing facility to remain
		56,148	4	100	
NET AREA TOTAL		Total Estimated N.S.F.	# T.S.	Capacity	Utilization
70% ESTIMATED GROSS AREA		185,076	58	1,420	85%
		264,394			

1.0 Student Spaces

MPHS WORKSHOP: 04.14.09

1.10 Learning Centers (150)	Qty	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Seminar Learning	2	800	1,600	2	50	operable wall between
.02 Projects/Applied Learning /Science	1	1,200	1,200	1	25	
.03 Support	1	150	150	-	-	
.04 Independent Learning Commons	1	2,000	2,000	2	50	(3:1) opens to Resource/ Library Space
.05 Small Group Collaboration	2	150	300	-	-	
.06						
			5,250	5	125	
1.20 Learning Commons (300)	Qty	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Science Wet Lab	1	1,200	1,200	1	25	
.02 Prep Room	1	150	150	-	-	
.03 Storefront/Transaction	1	200	200	-	-	
.04 Student Learning Resources (Library)	1	1,000	1,000	-	-	
.05 Support	1	150	150	-	-	
.06 Special Needs Learning Environment	1	600	600	-	-	
.07 Special Needs Support Space	1	150	150	-	-	
.08 Project Area with Exploration Station	1	300	300	-	-	open to commons
			3,750	1	25	
1.30 Social Commons (WOW)	Qty	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Living Room	1	300	300	-	-	
.02 Kitchenette	1	100	100	-	-	
.03 Outdoor Gathering				-	-	
.04				-	-	
			400	0	0	
1.50 Specialized Learning (big box)	Qty	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Specialized Learning Space - Large	2	3,600	7,200	2	50	able to be divided into 2 spaces
.02 Support	4	150	600	-	-	
.03 Specialized Learning Space - Medium	2	1,800	3,600	2	50	
.04 Support	2	150	300	-	-	
.05 Specialized Learning Project Yard (exterior)						
			11,700	4	100	

1.0 Student Spaces



1.4 Staff Spaces

MPHS WORKSHOP: 04.14.09

1.40 Admin, Staff & Student Svcs	Qty	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Lead Administrator Office	1	150	150	-	-	
.02 Open Office/Reception	1	150	150	-	-	
.03 Itinerant Office	1	150	150	-	-	
.04 Staff Open Office/Work Room	1	600	600	-	-	
.05 Planning/Conference Room	1	150	150	-	-	
.06 Book/General Storage	1	150	150	-	-	
.07 Restrooms - General				-	-	TBD - Gross Area
.08 Restrooms - Staff				-	-	TBD - Gross Area
			1,350	0	0	

2.0 Shared Spaces



MPHS WORKSHOP: 04.14.09

8

2.0 Shared by Whole School

2.10 PE / Fitness	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Gymnasium & Support	1		42,348	2	50	existing to remain
.02			-	-	-	
.03			-	-	-	
			42,348	2	50	

2.20 Auxiliary Learning	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Shared Learning Space	2	800	1,600	2	50	World language, ELL, etc.
.02 Storage	1	150	150	-	-	
.03 Office	1	150	150	-	-	
.04 Special Needs Learning Space	2	1,000	2,000	2	20	Self-contained
.05 Special Needs Storage/ support	1	150	150	-	-	add kitchenette/laundry
.06 Special Needs Restroom + Shower	1	80	80	-	-	
.07 Special Needs Office	1	150	150	-	-	
			4,280	4	70	

District-wide program

2.30 Community Commons	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Welcome Center	1	200	200	-	-	
.02 Main Office	1	175	175	-	-	mail?
.03 Conference	1	400	400	-	-	
.04 Kitchenette	1	100	100	-	-	
.05 Nurse/Health	1	400	400	-	-	
.06 Security Office	1	175	175	-	-	
.07 Great Hall / Main Dining Commons	1	3,000	3,000	-	-	split lunch periods - 300 students each (assume 2)
.08 Storage	1	150	150	-	-	
.09 Food Services Kitchen & Support	1	2,000	2,000	-	-	Includes Serving, Snack/Concessions, reduced ci
.10 Restrooms			-	-	-	TBD
.11			-	-	-	
.12			-	-	-	
			6,600	0	0	

teacher's "lounge"

3000

high volume

3.0 Community Spaces

MPHS WORKSHOP: 04.14.09

7

NOTE: ALL AREAS TO BE VERIFIED & COORDINATED WITH EXTENT OF EXISTING FACILITIES TO REMAIN

3.0 Shared by All Marysville Schools (indoor only)

3.10 Sports & Physical Fitness	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Stadium (JROTC)	1	600	600	1	25	existing area
.02 Pool	1	25,116	25,116	2	50	existing area
.03			-	-	-	
.04			-	-	-	
.05			-	-	-	
			25,716	3	75	exist = 25,116+ 37,370

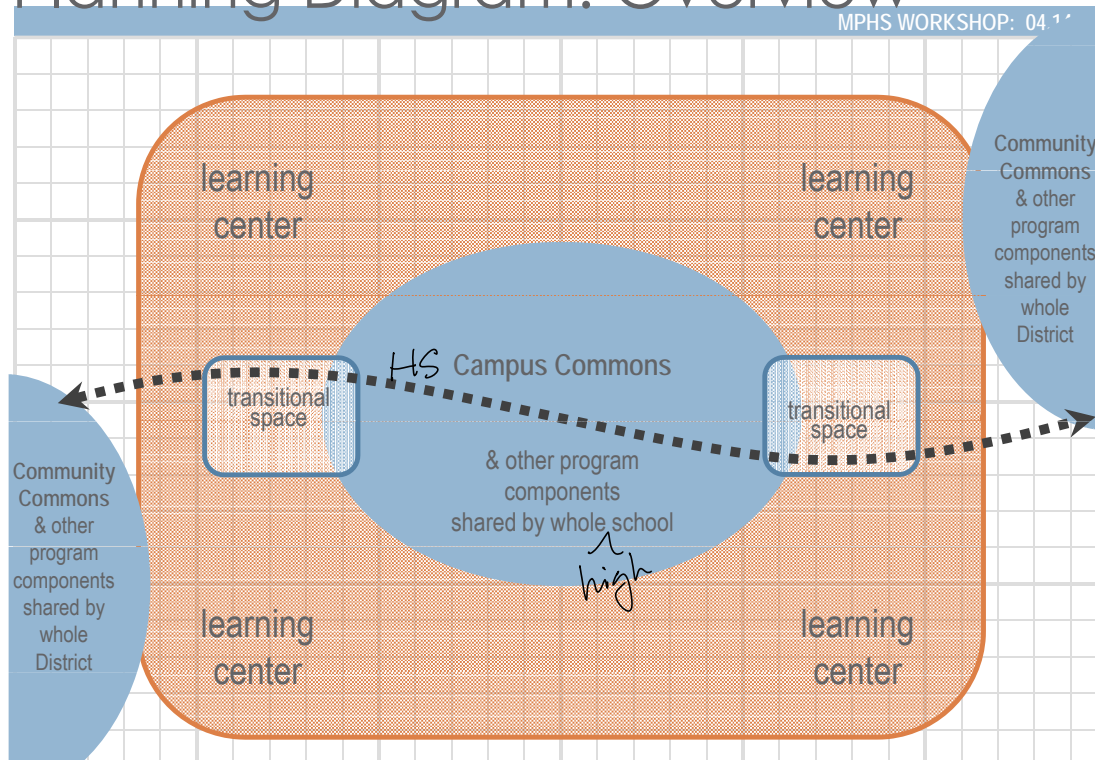
3.20 Performing Arts (TBD)	Qty.	Net S.F.	Total Net S.F.	# T.S.	Capacity	NOTES
.01 Auditorium	1	30,432	30,432	1	25	existing area
.02 Stage			-	-	-	included above area summary
.03 Auditorium/Stage Support Spaces			-	-	-	included above area summary
.04 Support Spaces (TBD)			-	-	-	TBD - additional spaces as required
.05			-	-	-	
			30,432	1	25	exist = 30,632 (includes admin)

Total Shared Facilities		Total Net S.F.	# T.S.	Capacity	NOTES
		56,148	4	100	

DIAGRAMS

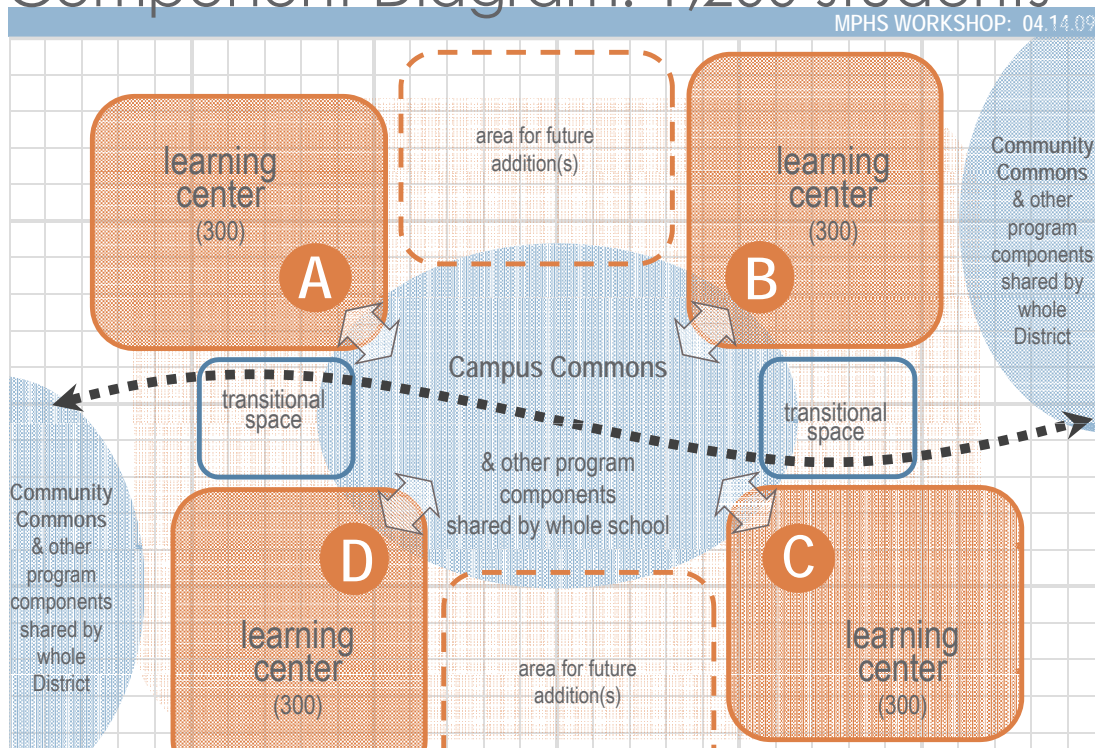
The following diagrams were presented and discussed to confirm the whole school organization strategy and relationships between spaces. The diagrams also represent many aspects of the program list in a visual format.

Planning Diagram: Overview



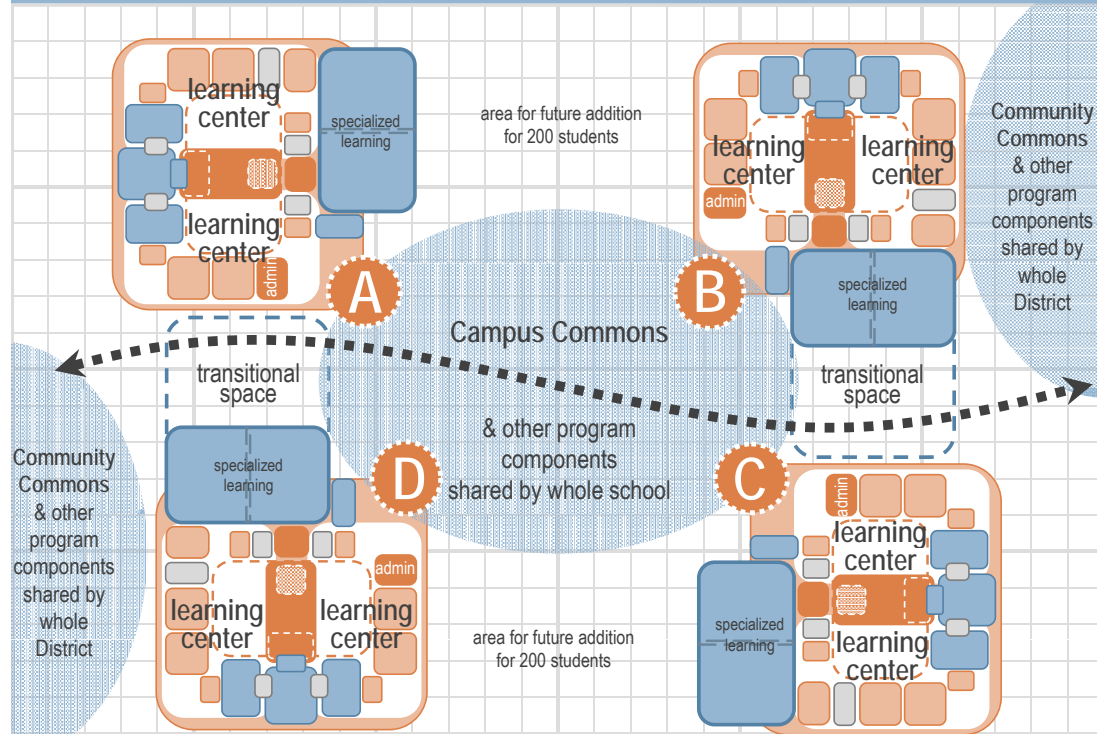
Workshop #1
Review Project Overview & Guiding Principles
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette
Workshop #7
Program Refinement

Component Diagram: 1,200 students



Planning Diagram: 1,200 students

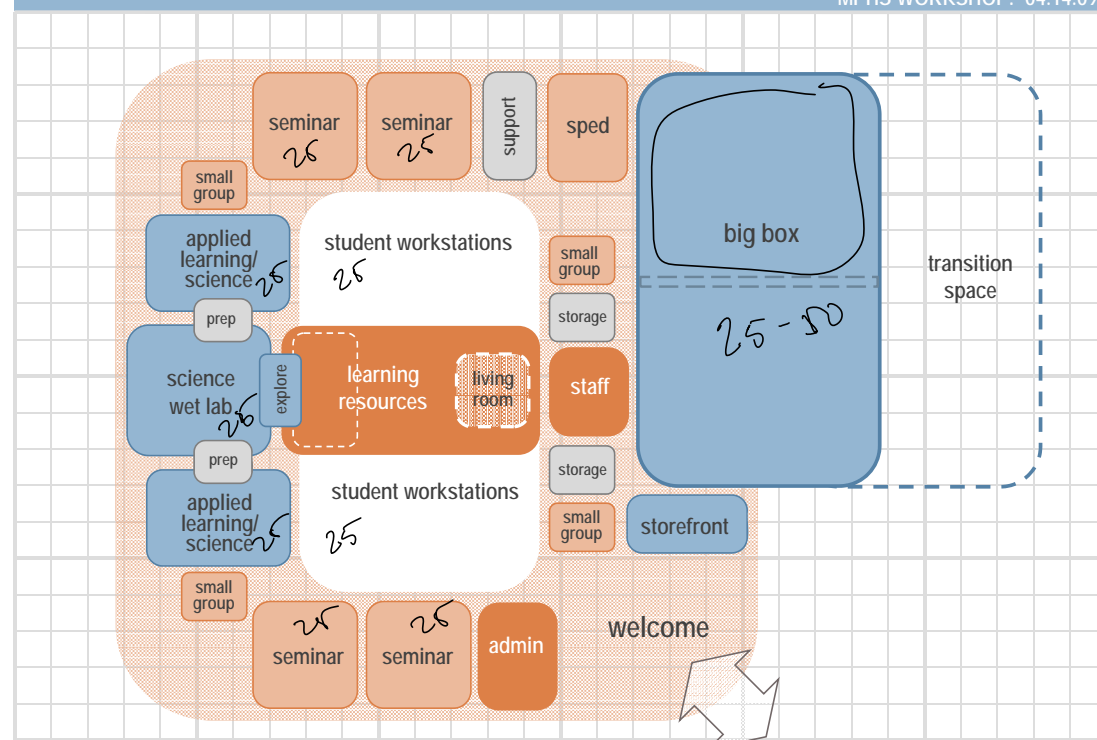
MPHS WORKSHOP: 04.14.09



Workshop #1
Review Project Overview &
Guiding Principles
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette
Workshop #7
Program Refinement

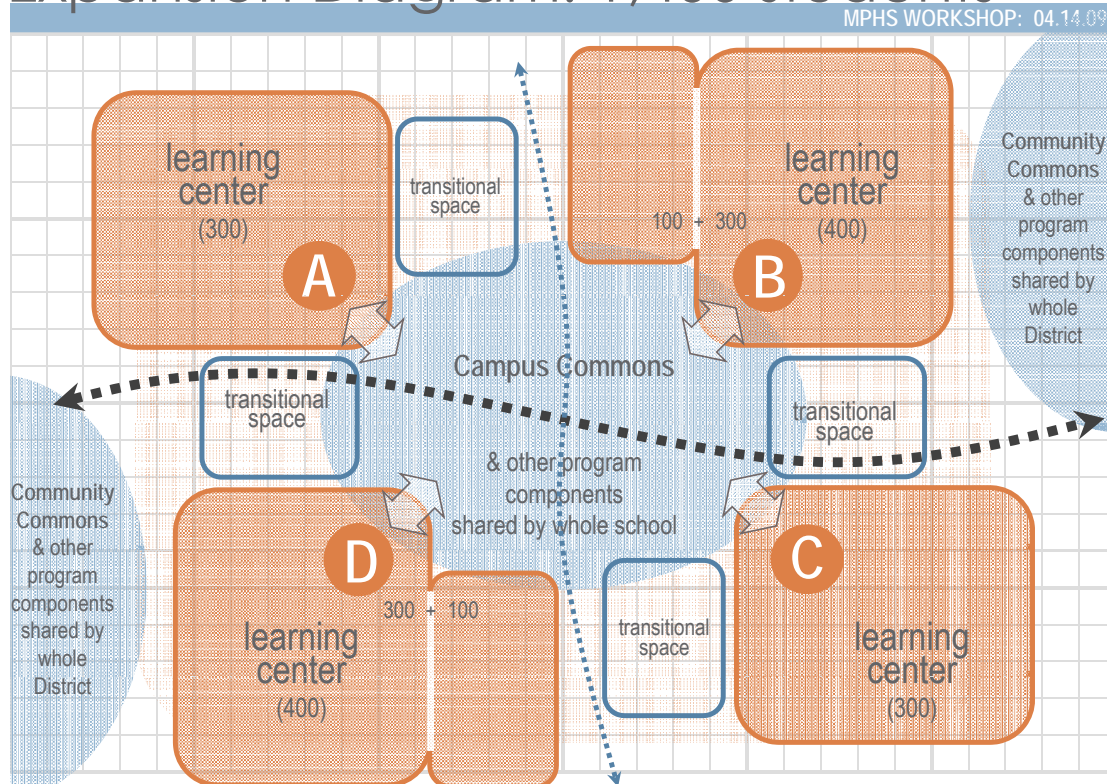
Neighborhood: 300 students

MPHS WORKSHOP: 04.14.09

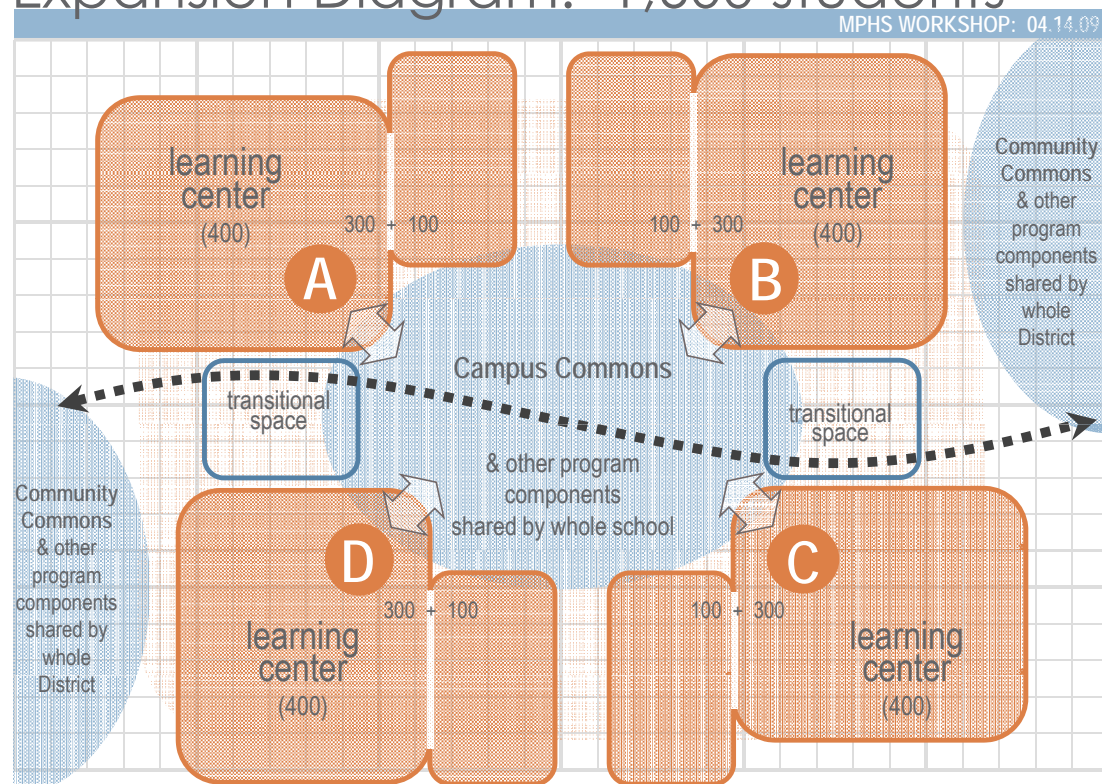


Expansion possibilities were also diagramed and presented. During discussion the point was made that it will be important to plan ahead allowing possible expansions to maintain flexibility, program, and organization consistent with the rest of the high school.

Expansion Diagram: 1,400 students



Expansion Diagram: 1,600 students

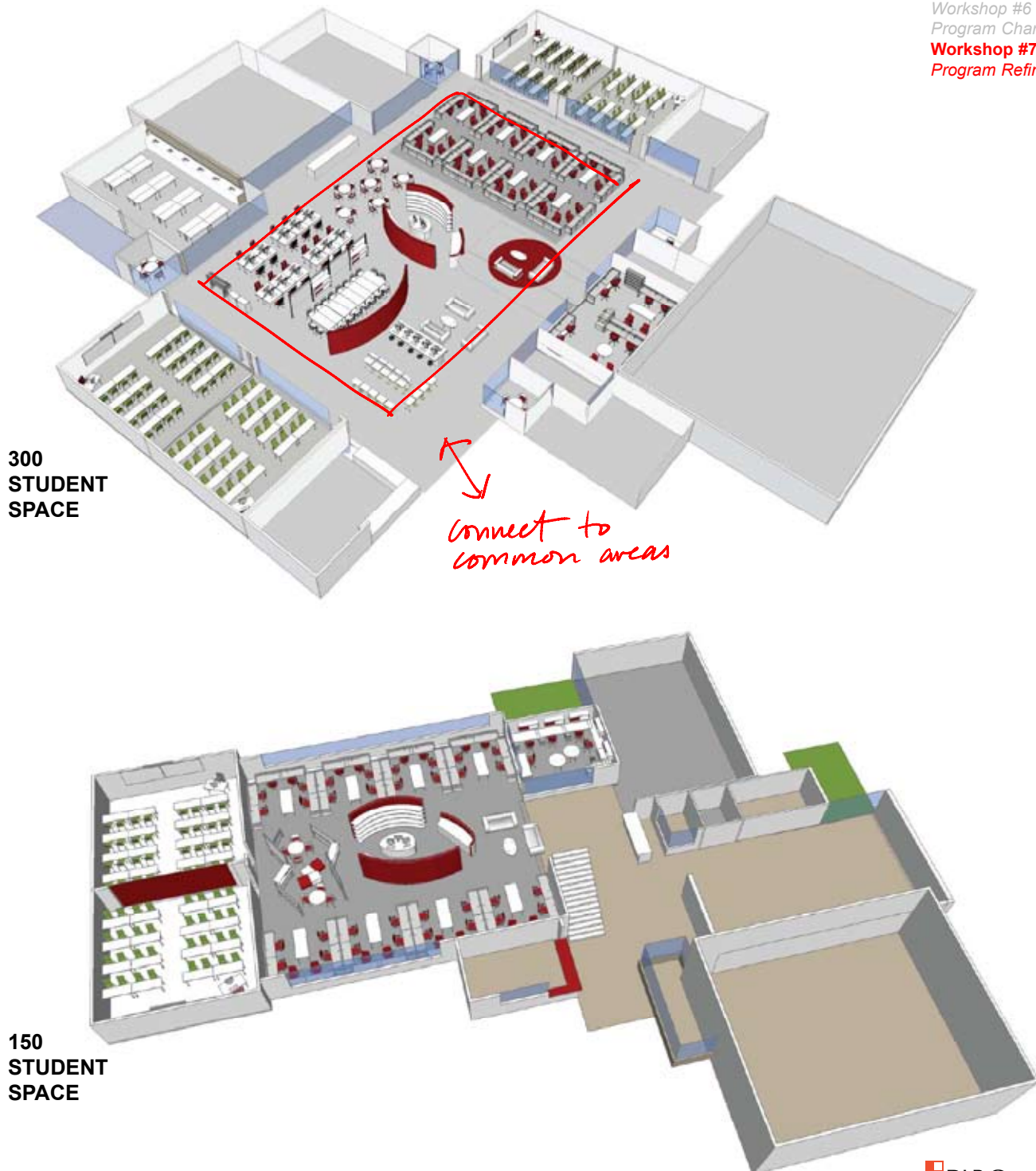


3D REPRESENTATIONS

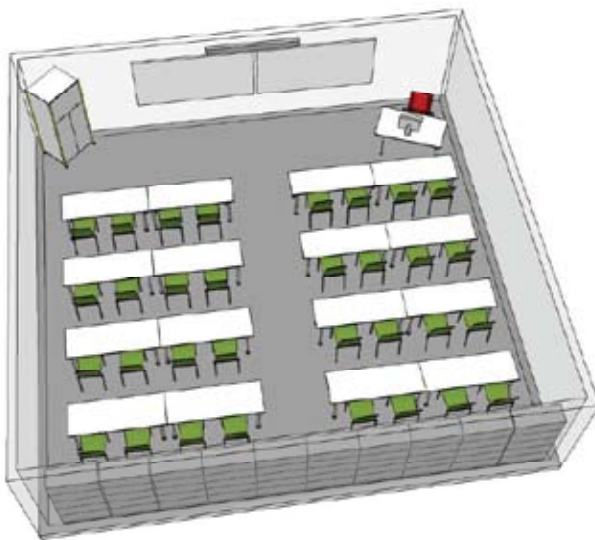
The architectural team presented 3D spacial studies created to test the scale, relationships, and quantity of spaces being programmed.

The 3D images do not represent how an actual finished building will be or how it will be furnished. They are merely test scenarios to foster discussion and confirm understanding of the program.

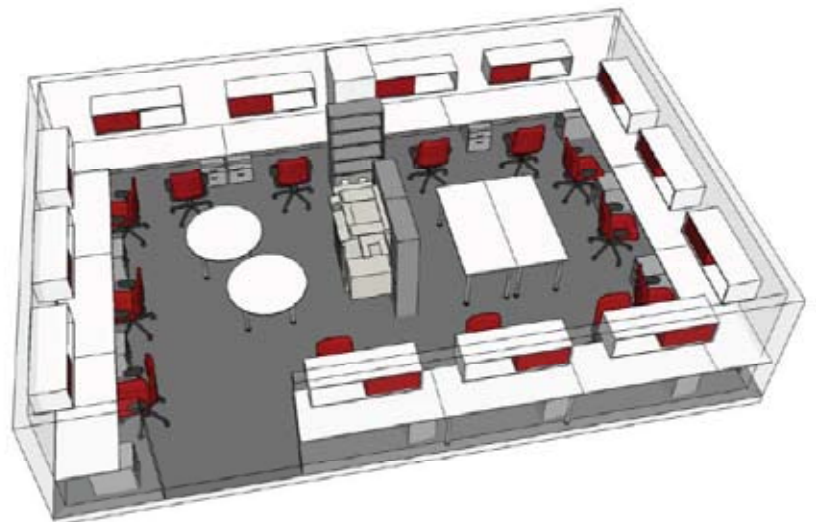
Workshop #1
*Review Project Overview &
Guiding Principles*
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette
Workshop #7
Program Refinement



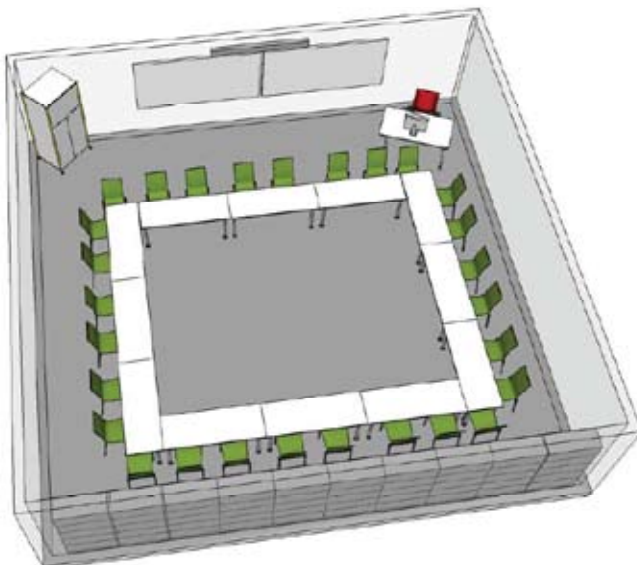
- Workshop #1**
*Review Project Overview &
Guiding Principles*
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette
Workshop #7
Program Refinement



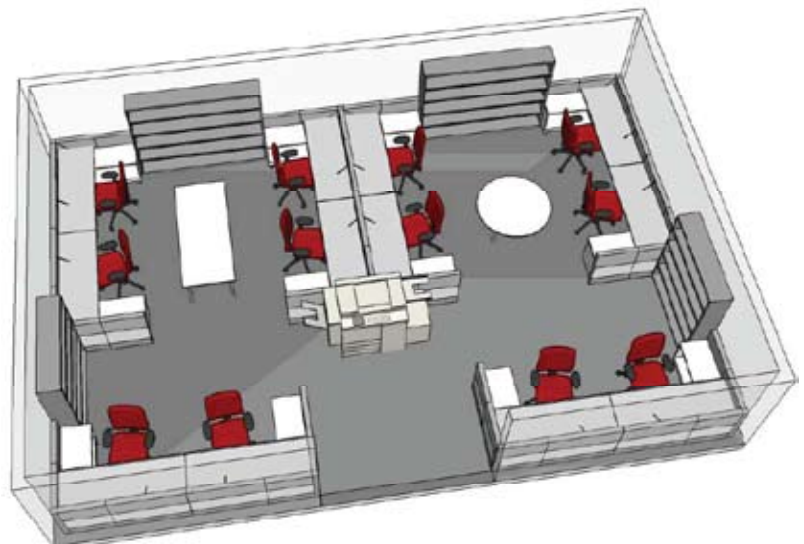
**SEMINAR ROOM
(classroom)**



**STAFF OFFICE /
WORK ROOM**

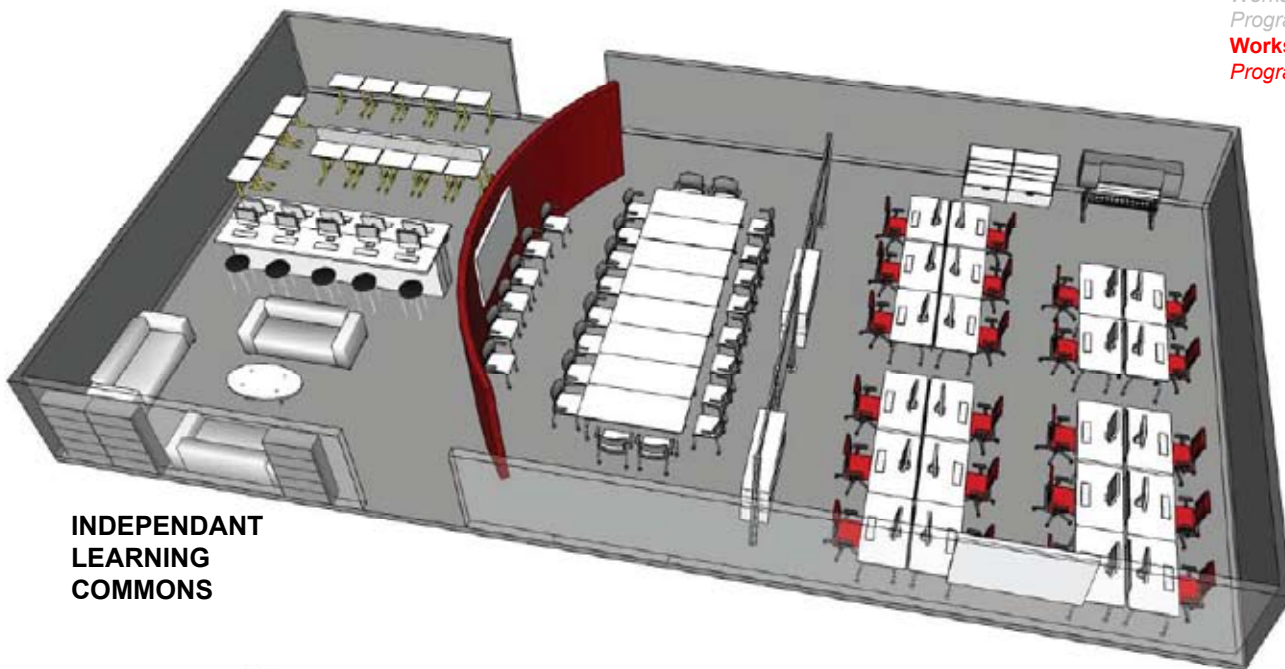


**SEMINAR ROOM
(classroom)**

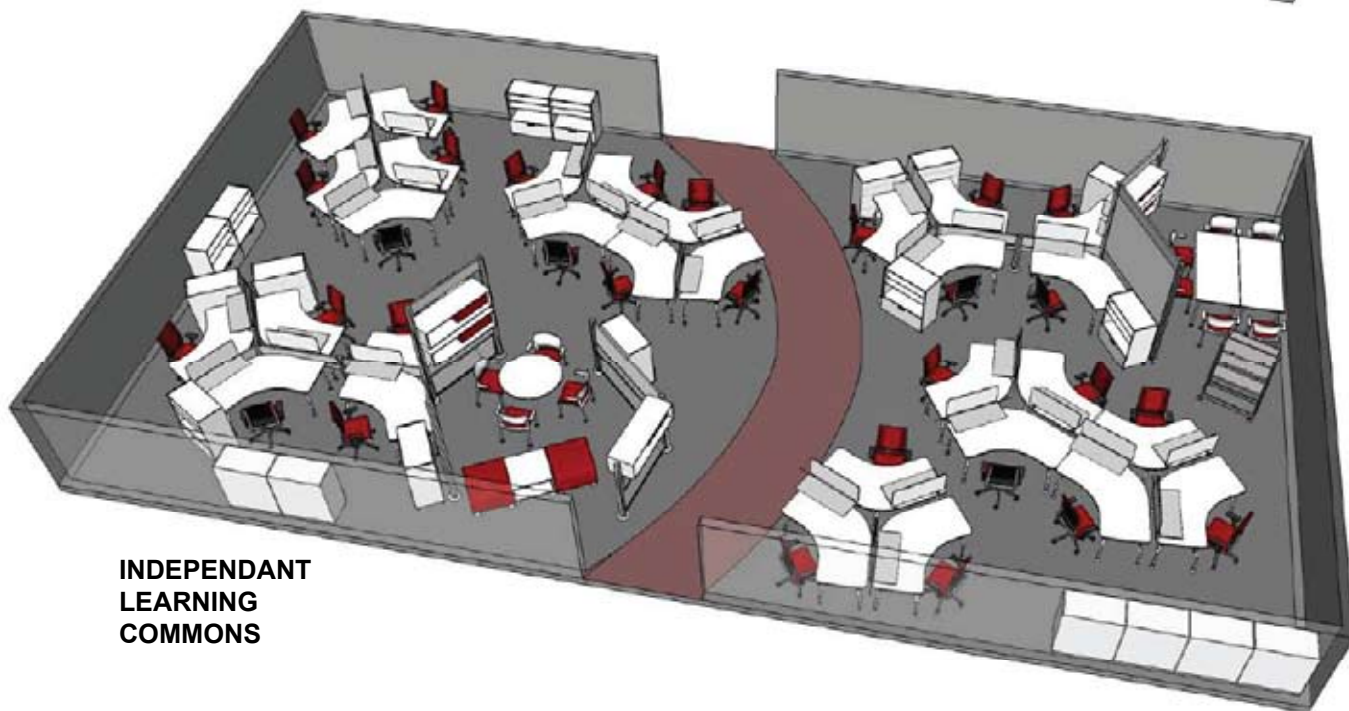


**STAFF OFFICE /
WORK ROOM**

- Workshop #1**
*Review Project Overview &
Guiding Principles*
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette
Workshop #7
Program Refinement



**INDEPENDANT
LEARNING
COMMONS**



**INDEPENDANT
LEARNING
COMMONS**

DISCUSSION

Following the presentation and discussion the group agreed that the program presented is the right solution for Pilchuck. The following points were made during the presentation and within the discussion that followed.

CLARIFICATIONS MADE

- References to campus commons and community commons are referring to the high school only, not the possible new middle school and or elementary school to share the Pilchuck site.
- Items driving the sq ft per student planned at Pilchuck higher than Getchell are the big box spaces, bigger gymnasium and less efficient net to gross ratio.
- (2) of the (4) big box spaces have been reduced in size from past workshops to more accurately reflect the curriculum likely to be delivered in them. The program now provides (2) medium size boxes available for a wide range of coursework and (2) large boxes big enough for concert band and or auto-tech.
- The 3d renderings only show groupings as large as 300. This does not mean each grouping of 300 has to be a separate building. The groupings are to be connected through the campus commons, can all be in one building, on multiple floors, or a number of other possibilities.

GENERAL DISCUSSION POINTS

- The program provides (2) seminar (classrooms) to be shared by the whole school. These provide a good opportunity for language courses but do not preclude other course options.
- Having (3) lunches creates difficulties at the current Pilchuck campus. The new Pilchuck lunchroom is sized to serve (3) lunches a day. New Pilchuck could operate like the Getchell open lunch period model making better use of the space.
- In more detailed planning & design, instructional supply storage should be designated within learning spaces such as the space created behind sliding white boards at Getchell. Technology can greatly aid in minimizing the amount of space required for teacher storage.
- When open area independent learning spaces are created, special attention will need to be given to pass through / pass by circulation to minimize disruption.
- The independent learning spaces could benefit from heavy technology integration including such opportunities as: Projection at work stations (similar to UW digital commons), additional white boards, FM radio directions from teachers and student headphones.

ADJUSTMENTS REQUESTED

- Work space at the whole school admin level needs to be provided.
- A high volume space is preferred for the Great Hall / Dining Commons.
- 800sf seminar rooms (classrooms) are too small and should be made larger. Seminar rooms will be increased from 800sf to no less than 850sf
- The independent learning spaces should include a teaching/presentation station.

DECISIONS REQUIRED

- Staff mail distribution: central admin could distribute to each neighborhood, or staff could be required to get their mail in central admin.

MOVING FORWARD (focus groups)

- Explanation of the work completed so far will likely be clearer if presented first broadly, then narrowing to specifics.
- It is important to show the process we've gone through.
- To minimize clarifications needed, the buildings should be presented as the entire school, not in separate parts.
- The 3D diagrams work well as a presentation and discussion tool.

Workshop #1

*Review Project Overview &
Guiding Principles*

Workshop #2

Visioning

Workshop #3

Confirmation of Vision & Goals

Workshop #4

Programming

Workshop #5

Retreat

Workshop #6

Program Charrette

Workshop #7

Program Refinement

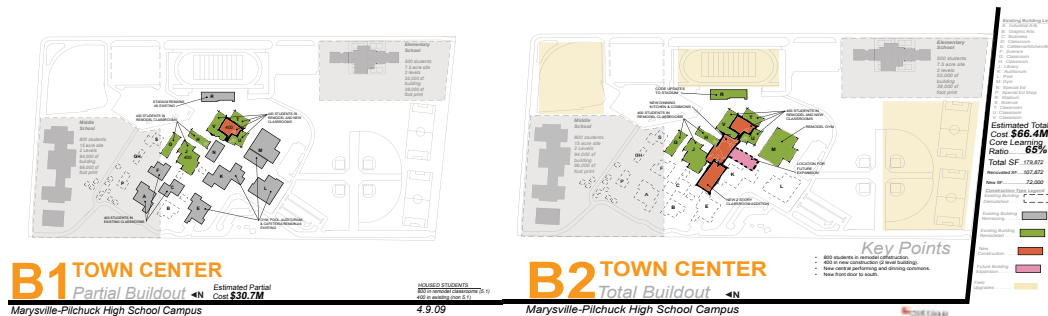
CONSTRUCTION SCENARIOS

The Concept Design Team was brought up to date with the (5) Construction Scenarios recently shown to the Citizenens Planning Committee, they provided the feedback below.

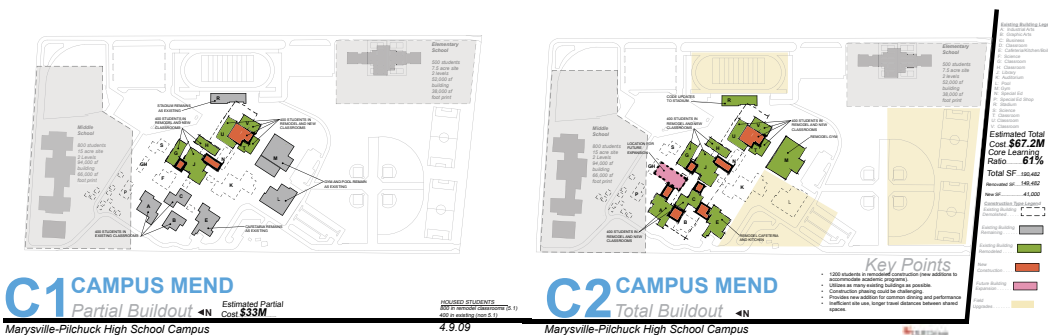
Workshop #1
Review Project Overview &
Guiding Principles
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
Retreat
Workshop #6
Program Charrette
Workshop #7
Program Refinement



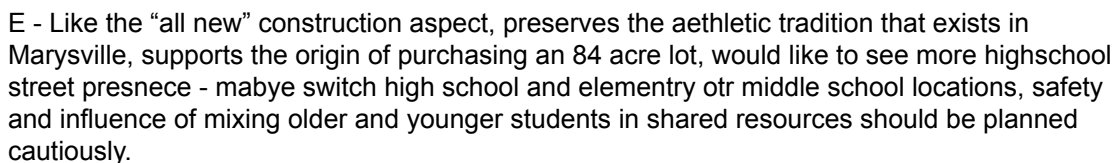
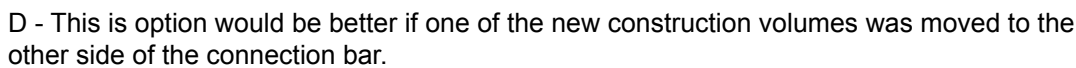
A - Small foot print is nice, works well with P.O.C., like great hall, large entry and school spirit feeling is good.



B - Connected but still moderate travel distance, possibility of keeping pool is good, seems a bit spread out (rambler like).



C - No! BAD, doesn't make sense to do that and try and save so many existing buildings.



*Next meeting:
Workshop #8*